

## Note 1

Advantages And Disadvantages Of Bilingual Method Of Teaching English Language

The bilingual method of foreign language teaching was developed by C.J. Dodson (1967) as a counterpart of the audiovisual method. This method was developed in the 1960s and 1970s. Dodson set out to make improvements to the audio-visual method (which has much in common with the direct method outlined above). The bilingual method makes use of the traditional three P's: presentation, practice, production.

The three P's are the three main stages of any language lesson. First, you present material. Then you all practice together and students are expected to produce something with their new knowledge.

**Principles of The Bilingual Method:**

- The understanding of words and sentences in foreign languages can be made easier by the use of mother tongue.
- There is no need to create artificial situations for explaining the meaning of words and sentences of the target language.
- Bilingual method is the combination of the Direct method and the Grammar translation method.

There are 7 advantages of the bilingual method of teaching english:

**1. Students become functional bilinguals**

If the aim of language learning is ultimately for the student to become fully bilingual (or multilingual) then this method models this positive outcome from the very beginning. As the students begin their language learning journey, their destination is visible in their language teacher. The competence and confidence of the teacher as she moves from L1 to L2 and back again is a clear model for the student to emulate.

**2. Never miss out on a lesson**

Rather than being a hindrance, advocates of the bilingual method argue that the mother tongue of the students is the greatest resource in the language learning process. This is true particularly for those students over the age of 7 or 8, when the mother tongue has been firmly established in the students' minds. The bilingual method allows easy glossing of difficult words and efficient explanations of points of grammar. Time saved in this manner optimizes learning opportunities.

**3. Give some love to other languages**

While English, with an estimated 328 million speakers, is the third most widely spoken language in the world, it's perhaps first in terms of prestige. For this reason, students worldwide are clamoring to learn it. This is good news for English language teachers. However, there are inherent dangers for languages considered less prestigious.

**4. Accessibility**

The bilingual method ensures accessibility. Students beginning the daunting task of learning a new language can immediately find a level of familiarity, avoiding the terrors of that "deer in the headlights" stage of acquiring new skills.

### 5. Discipline

Many fresh-faced English language teachers landing on exotic shores with a shiny new TEFL certificate struggle with this one. An oft-heard complaint among foreign teachers is that they aren't afforded the respect given to the local teachers.

### 6. It's a teacher's tool, not a student crutch

Though the bilingual method employs the students' native language, it's important to note that it's predominantly the teacher who makes use of L1. This distinguishes it from the grammar-translation method which relies more on rote learning and the translation of texts.

### 7. Build strong foundations for reading, right from the start

As with the direct method, basic texts make use of picture strips to accompany the dialogue. The bilingual method makes use of the written form of the language from the start. This allows students to begin to see the shapes of words as they repeat them orally.

### 8. Give importance to other languages

In this method, importance is given to the mother tongue and its culture. Thus it does not lead to substitution of one means of communication for another.

## Disadvantages of The Bilingual Method<sup>[edit]</sup>

- If the teacher fails to carry out this method properly, then it can degenerate into pure translation method.
- This method can confuse the learner while contrasting the features of two languages.
- The teacher must be fluent in both the languages in order to make the concepts clear.
- Students may develop dependency on their mother tongue.
- Slows down learning process and takes longer time to learn and be proficient in the target language.

### Direct method.

Direct method of teaching English means teaching English directly using target language. Here the target language is English. A teacher doesn't use the mother tongue in the class. Nor are the students allowed to use it. This method is totally in contrast of Translation Method. A huge no of teachers are in favour of this method in teaching English. Webster in New International Dictionary has written –

Direct method is a method of teaching a foreign language, especially a modern language through conversation, discussion and reading, in the language itself, without the use of pupil's language, without translation.....

The teachers teach words by pointing to object or picture or by performing actions. But some experts don't consider it a method at all. According to them, it s a principle, system that operates through many methods.

### **Basic Principles of Direct Method –**

1. Direct relation between thought and words – Using this method, a learner thinks and speaks using the same medium.
2. Oral ( Speaking ) Practice – This method emphasizes on oral practice for everyone.
3. Functional Grammar – This method doesn't put emphasis on theoretical grammar. The main stress is on functional grammar.
4. No use of Mother Tongue – There is the complete prohibition on the use of mother tongue. Therefore, learners' main focus is on learning the Foreign language.
5. Limited Vocabulary – This method advocates the use of limited vocabulary, daily-use words. The words must be from requirement or needs of the learners.
6. Sentence as the unit of speech – Here, the unit of speech is a sentence. There is the emphasis on speaking the complete sentences.

#### Advantages and Disadvantages of Direct Method –

##### Advantages –

1. The focus is on Oral Practice. Therefore, the pronunciation improves.
2. In teaching vocabulary such as words, idioms, this method is good.
3. As there is direct relation between thought and expression, it helps the learners in having good fluency. Using direct method, a teacher helps students having good command over English.
4. In this method, the teacher proceeds from particular to general and from concrete to abstract.
5. It makes the teaching English easier and more pleasant. A teacher uses various images/ pictures to illustrates his/her point.
6. This method creates the suitable environment for learning English Language.
7. As the unit of speech in Direct Method is a sentence, students learn to speak complete sentences without any hesitation. So they get confidence with command over good English.

##### Disadvantages –

1. Owing to over-emphasis on oral practice, the other skills namely reading and writing are ignored to a great extent.
2. Average and below average students, especially from rural background, find difficulty to grasp the things taught via this method.
3. This is an expensive method as the teacher is to use some aids for teaching.
4. For this method, competent teachers must be there. But there is the dearth of good English teachers in the country. Incompetent teachers can't use this method successfully.
5. In the early stage of learning, this method is completely unsuccessful.

6. The background at home must also be foreign language friendly for this method. The students whose parents can speak English well get more benefit from this method.

Despite its shortcomings, this method is good. But the teacher must be able to modify it for the benefit of the whole class.

## **GRAMMAR TRANSLATION METHOD**

The Grammar Translation Method (GTM) used in teaching English as a foreign language (TEFL) focuses on reading and writing. Language is taught through translation methods, contrasting and comparing the native tongue to the learned language. GTM focuses on sentence structure, grammar, vocabulary and direct translations of the native language to English. The method requires few resources to teach, normally just the use of textbooks or translated passages.

### **What is Grammar- Translation Method or Translation Method ? What are its Advantages and Disadvantages in teaching English Language ?**

This Grammar- [Translation](#) Method is also called Classical Method of teaching English. This method has enjoyed a very good reputation amongst the Indian teachers and the students.

Translation Method means teaching the target language ( here it is English) by translating it into mother tongue. The teacher translates each word and sentence in to the mother tongue. This is one of the simplest way of teaching a foreign language. Neither the teacher nor the taught have to make extra efforts to learn the target language.

### **PRINCEPLS OF GRAMMAR TRANSLATION METHOD**

1. Grammar rules are presented and studies explicitly. Grammar is taught deductively and then practiced through translation exercises.
2. The primary skills to be developed are reading and writing.
3. Hardly any attention is paid to speaking and listening skills.
4. Teacher correction is the only way to make students produce the right forms of the foreign language.
5. The goal of foreign language learning is the ability to understand the texts written in the foreign language.
6. Mastering the grammar of the foreign language is essential in order for students to undestand the written target language.
7. Vocabulary is learnt from bilingual word lists.
8. The mother tongue is used as the medium of instruction.
9. A paramount use of translation exercises is given.

### **Advantages of Translation Method –**

1. This method is useful in the class in which there are a large no of students.

2. It is beneficial to use in the class where there are students of various levels – very intelligent and not-so-very intelligent.
3. It helps the teacher to clear the meaning of a word and sentence easily by translating it in to the mother tongue.
4. The students understand the things very easily if taught using this method.
5. It doesn't consume the time in finishing the syllabus.
6. Precise pictures of the words and the things are made in to the minds of the learners through this method.
7. This Translation Method is very useful for the average and below-average students.

#### **Disadvantages of Grammar-Translation Method –**

1. No oral work takes place in the class room due to this method.
2. The main focus remains only on the mother-tongue and the target language remains ignored.
3. No Speaking in the target language is possible. The only thrust remains on the reading.
4. The students don't develop the power of thinking in the target language.
5. It doesn't help the students to learn correct [pronunciation of English Language](#) or the target language.
6. Main emphasis is given on the Rules of Grammar.
7. Students try to do everything by translating.
8. This method doesn't involve the students mentally and just like story telling method.

[What is language?](#)

*Language is the most important aspect in the life of all beings.*

*We use language to express inner thoughts and emotions, make sense of complex and abstract thought, to learn to communicate with others, to fulfil our wants and needs, as well as to establish rules and maintain our culture.*

*Language can be defined as verbal, physical, biologically innate, and a basic form of communication.*

*When we define language we have to be careful not to exclude symbols, signal, or motions. This is because if we exclude these from our definition, we will be denying the language of the deaf community.*

*Definition*

1. ***“the method of human communication, either spoken or written, consisting of the use of words in a structured and conventional way”.***
2. ***“a system of communication used by a particular country or community”.***
3. ***“A language is a system of illogical vocal symbols by means of which a social group cooperates.”***
4. ***“We can define language as a system of communication using sounds or symbols that enables us to express our feelings, thoughts, ideas, and experiences.”***
5. ***Oxford English Dictionary defines language as “Words and the methods of combining them for the expression of thoughts”***
6. ***According to Allen, “Language is a mean of communicative thoughts.”***
7. ***According to Bolinger, “Language is species specific.”***
8. ***According to H.A. Gleason, “Language is one of the most important and characteristic forms of human behavior.”***
9. ***According to Ben Jonson, “Language most shows a man, speak that I may see thee.”***
10. ***Leonard Bloomfield says, “Each community is formed by the activity of language.”***

#### **NATURE OF LANGUAGE:**

1. **Language is learnt:** Learning of language is not an automatic process, like walking and crawling that comes to child in natural way. Language by imitation and practice. Language is not possible without effort.
2. **Language is related to the culture of society:** Every language is related to culture of society to which it belongs. The culture of the people naturally influences the language. Every language is the product of society.
3. **Language is class of specific:** Language is class of specific. Only human beings have got the gift of language. Only human beings can make use of language.
4. **Language is special uniformed:** Language is special uniformed. All human children are capable of acquiring any language natively if they are provided the right kind of environment.
5. **Language is a system:** Each language is a unique system. The system of language consists of sounds, structures and vocabulary. Each language has its own system of vocabulary. Thus each language is systematic.
6. **Language is a system of systems:** There are pronunciation and grammatical systems in all languages. There are several sub systems with in a language. The pronunciation of a language forms its own system as the various sounds function in a systematic way.
7. **Symbols of language are vocal:** There are other visual symbols, auditory symbols are not vocal symbols. They do not form any language. In language the sounds are produced through vocal

organs. Reading and writing are no doubt important. But speech is the basic form of language. A language without speech is unthinkable.

**8. Language is a skill subject:** Learning of a language is a skill subject. We can learn a language by constant practice like listening, speaking, reading and writing of that language is required..

**9. Language is for communication:** Language is the best means of communication and self expressions. Human beings express their ideas, thoughts, feelings and emotions through language. In this way language is a means to connect past present and future.

**10. Governed by a particular set of rules:** Each language is governed by a particular set or rules. For example English is Sub.Verb.Object language. To create a sentence,where as in Hindi it is S.O.V. to create a sentence.

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#### CHARACTERISTICS OF LANGUAGE

1. Language is dynamic.
2. Language has levels.
3. Language is creative and unique.
4. Language is a means of communication.
5. Language identifies culture.
6. Language is arbitrary.

#### 1. Aims and scope

1. To publish the most recent linguistic findings at national and international levels;
2. To provide a venue for experts in the field of Applied Linguistics to exchange their ideas to improve the quality of English Language Teaching;
3. To publish experimental research focusing on the problems of Persian speaking learners of English;
4. To benefit from the experiences of experts in the field in an attempt to provide solutions for the problems of EFL learners.

#### 1. Why should ELT be published?

The following points justify the need for the publication of ELT:

1. The insufficient number of English language journals in Iran specially focusing on applied research;
2. The need to encourage ELT researchers and practitioners to carry out more research in the field;
3. The willingness of Iranian researchers to get their manuscripts published in Iranian Journals;
4. Competition among English language teaching journals and the improvement of the standards of manuscript publication.

5. Find more papers on this topic on StudyMode.

Scope of English.

Following factor develops the scopes of English language in INDIA.

[English Studies In India](#) - India has no common language across the country, for better understand and communicate all part of country , English study has been introduced in India.

[English: It's position in the global arena](#)

English occupies an important position in global education at the moment. books, notes, tricks, methods, principles, process, rules, research are available in English language,

[Importance of the English Language in India](#)

Assistant Official Language of India: India being a multicultural and multilingual country has Hindi as its official language and English as its Assistant Official Language. English is thus a window language. For those who do not know Hindi or whose mother tongue...

[English in India](#)

ENGLISH IN INDIA In our country English is important for a number of reasons. India is a land of diversity. Different people speak different languages. A person of Tamil Nadu does not speak Hindi. So he can't understand Hindi of a person from North India. However he can understand in English. So...

[Globalization, Call Center, and Language](#)

Globalization, Call Center, and Language Globalization is defined as "accelerated modernization interconnecting all parts of the world" (Haviland, Prins, Walrath, & McBride, 2008, p. 623). Globalization hastened and intensified collaboration and incorporation among different nations' citizens, businesses...

[English as Universal Medium of Communication](#)

[Importance of English Language](#)

Importance Of English Language Importance Of English Language Good Morning to one and all. I am here to present my views about the importance of learning English language which is taught to us right from our birth. English is not just taught at home, at schools and colleges but even at professional colleges...

[English medium higher e ducation in HK](#)

[Report on Global Staffing](#)

Introduction The Data entry division has decided to explore the idea of moving its data entry functions to India. The following information will help the company make that decision. The Industry Data entry and information processing workers help ensure the smooth and efficient handling of information...

[English as a World Language](#)

English as a World Language By ABeglin In these modern times there is one language that connects peoples and countries all over the world and makes it possible to communicate over borders more than any other languages, the language is as we all know,English. If we are to find the origins of the...

#### [A Comprehensive History of Computer Languages](#)

A Comprehensive History of Computer Languages The history of computer languages can be traced back to the 1940's. In that day, the primitive nature of computers forced programmers to write hand-tuned assembly code. This was tedious and demanding. In 1948, a man named Konrad Zuse, published a paper...

#### [Language and Communication](#)

Throughout our look at English, and the intricacies of communicating within it, one area has, until recently, received little attention and that area is SMS or Short Messaging Service, also referred to as 'texting'. Initially intended for purely commercial purposes text-messaging is in fact yet another...

#### [Impact of the Internet on Journalistic English](#)

How is the Internet language, a new form of both speech and writing, being used around the world. I will show where journalistic English has come from, how the Internet has impacted communication, and where English is evolving to. My analysis of the language of journalistic English and the Internet will...

#### [English as a global language](#)

English as a Global Language English was first spoken in Medieval England, what we now know as England, by the Angles and the Saxons. At the end of the 16th century there was about 5-7 million people who talked English in England. English is now the language that is most widely used in the whole...

#### [Importance of English Education](#)

Importance of English Education By Rev. Late. JOHN BUNYAN., MA. (Paragon School, Kottaram, Tamil Nadu, South India.) English is the world language. It is Universal and cultural. The world communication is possible only through the language English. A man can go around the world without any difficulty...

#### [Dealing in India](#)

L Professor J Language 242 28 May 2013 Dealing In India India is a popular country to do business; many fortune five hundred companies have outsourced jobs to the country in recent years. This newfound popularity has made it ever increasingly important to have knowledge of the business culture...

#### [The Cinema of India](#)

INTRODUCTION TO CINEMAS The cinema of India consists of films produced across India, including the cinematic culture of Andhra Pradesh, Assam, Gujarat, Haryana,Jammu and

Kashmir, Karnataka, Kerala, Maharashtra, Orissa, Punjab, Tamil Nadu, and West Bengal. Indian films came to be followed throughout...

#### Importance of English language

1. English is the common language of different nation, which leads closer and to better understanding among those people.
2. Latest information of science and technology is available in English language.
3. It provides best opportunity of employment in all over world
4. Information technology and computer program, software are available only in English language.
5. English is the official communication language , such as in international game, air travels , international conference, international study tour etc.
6. **Students who want to go abroad for education will have learn to English well.** If their command over English is poor, then they may face difficulty in adjusting with the alien environment.
7. English language has a global market and global appeal for poet and writers of native language.

#### 8. the Language of Hollywood

Everyone knows that Hollywood is in the United States, and that the biggest television and music industries in the world are based there. As I mentioned above, TV and movies are a great way to practice your English once you start learning. What's more, knowing English opens up thousands of movies, television shows, and games for your enjoyment. If you want to one day work in the entertainment industry, English is even more essential.

9. Language of business- English skills will also help you in any business venture you choose to follow. If you visit some offices, companies, governmental organizations, or even math or engineering companies, you will see the importance of English. Any big company will hire their professional staff after getting to know whether the people they are hiring are good at English or not. Companies who want to function at an international level only consider their staff well educated if they are good English speakers, writers, and readers.

#### Status of English language in India .

Q1 –Describe the position of teaching English.

English is known, spoken and read by all educated people everywhere in the world. Children in different parts of world speak this language in their school either as the mother tongue or as a foreign language. Most of the countries of the world whose mother tongue is not English learn this as a second language for its cultural and utilitarian values. The people of India are no exception to it.

Initially English was only taught to the local population through the work of Christian missionaries — there were no official attempts to force the language on the masses. But by the 1700s, English had firmly established itself as the language of administration and many educated Indians were demanding instruction in English as a means of social advancement. By 1857 universities had opened in Bombay, Calcutta and Madras. English was increasingly accepted as the language of government, of the social leaders, and of the national press.

Position of English language before independence.

1. It was the first language in whole country
2. It was considered as the queen of languages.
3. It was the vehicle of thought and activity
4. It was the pride of all.
5. It was the medium of study in school and colleges.

6. People were interested to read other subject in English medium.
7. English was taught by Englishmen only.
8. English study was started from the joining day of school.
9. English was considered as the passport of employment.

English is accepted as the second language in India. In the words of Gandhi, "English is a language of international commerce, it is the language of diplomacy and it contains many a rich literary treasures". It gives us an introduction that English has occupied an important place in Indian education. The National Policy on Education, 1986 and Revised 1992 recommended English as second language in secondary schools.

#### After Independence

After independence from British Rulers in 1947, India adopted Hindi as its national language. English was also the language used by all big joint stock companies. Similarly the medium of instruction for all higher education was also in English. It was decided to continue with English as the official language, and change to Hindi gradually. Hindi was a problem to proficient person in English and non-hindi mother tongue people. After so many advantages and disadvantages of Hindi language, in sum total English continues to be the main language for government work, organized business, and higher education. Also English is used widely, in addition to Hindi and regional language by people from higher strata of society. As a result you will find a wide percentage of Indian People who are multi-linguists.

This situation, definitely hurts national sentiments of the people, but in the wake of trend for globalization, people also see the benefit of having a large pool of people in India who can speak English. This has definitely helped Indians in general to do business globally. In addition, it has also given India an added advantage in software and business process outsourcing industry.

## Aims and Objectives of Teaching English

Aims and Objectives of teaching English at secondary level

The following are the main objectives of teaching English at secondary level.

To enable the pupils listen to English spoken at normal speed and understand it. (listening ability-L)

To enable the pupils speak English intelligible at normal speed (speaking ability-S).

TO ENABLE THE PUPILS read at normal reading speed and understanding

To develop knowledge and understanding of Grammar.

To develop abilities to make use of the grammar in own writing English.

To understand the meaning of English passage.

To develop interest in reading English passages/ literatures.

To develop self study habit.

To enhance competencies in writing essays and idea of the passage in own words/ language.

To develop their Closer and favourable attitude towards English language.

To developing the understanding about rules of grammar and their use in writing English.

B] Aims and objectives of teaching English at Higher secondary level

Motivate students for more studying English language.

To encourage for composing poems and writing essay.

To develop the ability for grasping the theme of poem or English passage.

To encourage the students for writing the meaning or theme of poem or passage in their own words.

To develop the ability of appreciation of ideas and criticizing the thinking.

To develop the creativity of the students related to verbal ability and reasoning or fluency of language.

To develop the ability of understanding of other school subjects.

To develop the mastery of language for expressing his ideas, feelings and experiences.

To develop the ability of evaluation and analysis of language components.

To develop the values, moral and character of the students.

1] Objectives of teaching English

Dr .b. s. bloom-“educational objectives are the desired goal or outcome at which instruction is aimed”

Objectives means have a purpose for very short time where as aim is achieved with a longer time.

2] Characteristics of good objectives

Objectives should be based on psychological principle.

They should be according to the content of the teaching.

They should fulfill the needs and interests of students.

They should be according to the age and mental level of the students.

They should be helpful in changing the behaviour of students.

### 3] Objectives of teaching English

The objectives of teaching English in India must be quite different from those which are considered necessary for an English child. L.A.C. strong one said ,” For us who speak it English , English is everything, English is what we say and what we think. English is our relationship to other people, our friendship, our truth, and untruth our character, English is not a subject, English is our life.” But this is not true for us in India, because the main aim of teaching should be to help children to get practical command of English. So that it may be useful to them in everyday life.

Types of objectives –

There are two types of objectives of English teaching. They are

1] Language development -

2] Literary development -

1] Language aim –

The primary aim at initial level language decides the personality of individual a mirror which reflects knowledge to develop language skills L.S.R.W

Four aspects of language

Semantics – related to understanding.(Listening)

Phonetics- deals with sound, spelling and pronunciation. (Speaking)

Phonetic cum graphic-(Reading Skill)

Graphic: (Writing Skills)

## Journey of National Policy of Education 1968, 1986 and 1992

**(Implemented in 2005 ) [ Detailed Analysis - Education ]** Get Updates on Email (June 3, 2016)

The Government of India has presented the National Policy on Education (NPE) to promote education amongst India's people. The policy covers basic education to colleges in both rural and urban India. In this regard the first National Policy on Education was in 1968 by the government India. Former Prime Minister Indira Gandhi has announced first National Policy on education in 1968 which was recognized as "radical restructuring".

Key highlights of 1968 NPE:

- Compulsory education for all children up to the age of 14, as specified by the Constitution of India.
- Better training and qualification of teachers.
- Pay more attention on learning of regional languages, outlining the "three language formula" to be applied in secondary education and that was:
  1. Hindi
  2. English
  3. Regional language
- Because of Hindi was adopted as the national Language the policy put wait on learning Hindi to promote it as a common language for all Indians.
- The policy also stimulated the teaching of the ancient Sanskrit language, which is an essential part of India's culture and heritage.
- The NPE of 1968 also include increase in education spending to six percent of the national income.

1986

In May 1986 the new National policy on education was introduce by Prime Minister Rajiv Gandhi as earlier announced in January 1985. It was named as "Special emphasis on the removal of disparities and to equalize education opportunity". The main objective of this policy is to provide equivalent opportunity for all including Women, ST and SC communities to study. Key highlights of 1986 NPE: Expand scholarships. Promote adult education. Employing more teachers from the SCs and STs Communities. Provide incentives for poor families to send their children to school regularly. Develop of new institutions. Provide housing and services. For primary education the NPE called "child-centred approach", than "Operation Blackboard" was launched to expand primary schools nationwide. Under this policy the Open University system was expanded with the Indira Gandhi National Open University, which had been created in 1985. The policy was also recognized as "rural university" model, based on the philosophy of Indian leader Mahatma Gandhi, to encourage economic and social development at the grassroots level in rural India.

1992 In 1992 the 1986 National Policy on Education was modified by the P. V. Narasimha Rao Government and Prime Minister Manmohan Singh has adopted it in 2005 which was recognized as "Common Minimum Programme". Key highlights of 1992 NPE: All India bases common entrance examination for admission in all professional and technical programmes in the country. Under this Government of India vide Resolution dated 18 October 2001 has laid down a

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Develop of new institutions.

Provide housing and services.

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Under this Government of India vide Resolution dated 18 October 2001 has laid down a Three – Exam Scheme For admission to Engineering and Architecture/Planning programmes: JEE AIEEE at the National Level SLEEE State Level Engineering Entrance Examinations State Level Institutions have option to join AIEEE. With this problem of overlapping and also reduce physical, mental and financial burden on students and their parents which was very high due to multiplicity of entrance examinations.

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### Description:

1. On independence in 1947, MAULANA AZAD, India's first education minister recommended strong central government control over education throughout the country, with a uniform educational system.
2. Prime Minister Indira Gandhi announced the first National Policy on Education in 1968 which called for a "radical restructuring" and equalize educational opportunities in order to achieve national integration and greater cultural and economic development.
3. NATIONAL POLICY OF EDUCATION, 1986
4. NPE'86 BACKGROUND (NEED)  
Problems of access, quality, quantity, utility and financial outlay  
The general formulation is corporate in the 1968 policy did not get translated into detailed study of implementation. This new policy called for "special emphasis on the removal of disparities and to equalize educational opportunity,"
5. SALIENT FEATURES OF NPE'86
  - 1) Important role of education.
  - 2) National system of education.
  - 3) Education for equality.
  - 4) Reorganization of education at different levels.
  - 5) Making the system work.
6. SALIENT FEATURES OF NPE'86  
Important role of education  
All round development  
Developing Man-Power

A unique investment

7. National system of education  
Concept of national system  
Common educational structure  
Understanding cultural & social system  
National support for implementing programs.

8. There is a common educational structure(10+2+3) followed all over the country.

9. School education 10+2  
Pre primary (FOR 1 YEAR) Primary (GRADE 1-5)  
Middle (GRADE 6-8)  
Secondary (GRADE 9-10)  
Senior Secondary (GRADE 11-12)

10. Education for equality.  
For women  
For SC & ST  
For other educationally backward sections & minorities  
For handicapped

11. This policy is especially for Indian women, Scheduled Tribes (ST) and the Scheduled Caste (SC) communities. To achieve these, the policy called for expanding scholarships, adult education, recruiting more teachers from the SCs, incentives for poor families to send their children to school regularly, development of new institutions and providing housing and services

12. EDUCATION FOR ALL  
The current scheme for universalization of Education for All is the SARVA SHIKSHA ABHIYAN which is one of the largest education initiatives in the world.

13. The government is committed to providing education through mainstream schools for children with disabilities.  
The need for inclusive education arises precisely because it is now well understood that most children with disabilities can, with motivation and effort on the part of teaching institutions, become an integral part of those institutions

14. Reorganization of education at different levels  
Early childhood care & education  
Primary education  
Secondary education  
Vocationalisation of education  
Higher education

15. The Indian government lays great emphasis to primary education up to the age of fourteen years  
Education has also been made free for children for six to 16 years of age. Private schools shall admit at least 25% of the children in their schools without any fee.

16. The Mid-day Meal Scheme is the popular name for school meal programmed in India. It involves provision of lunch free of cost to school-children on all working days with an objective to:  
increase school enrolment and attendance, improve socialization among children belonging to all castes and addressing malnutrition.

17. Role of NPE in Secondary Education  
The (NPE), 1986, has provided for environment awareness, science and technology education, and introduction of traditional elements such as yoga into the Indian secondary school system

18. Making the system work  
A better deal to teachers with greater accountability  
Provision of improved student services  
Provision of better facilities of institutions  
Creating of a system of performance as per the national level

19. Implementation of NPE 1986  
Operation blackboard  
Restructuring & reorganization of teacher education  
Non formal education  
Vocationalisation of education

20. MERITS OF NPE'86  
1) Deep concern had been shown by the prime minister in

formulation of NPE.

2) The nation wide debate was conducted for the formulation of the policy.

3) The program of action was checked out.

4) The ministry of education was renamed as ministry of Human Resource Development (HRD).

21. NPE is best policy for the development of education in remote areas especially for SC, ST, Handicapped, backward, minorities and women. Indian govt. introduced it for the development of nation and they got success on large extent.

People come closer by the help of education and now just because of this policy India's education system is third largest system among all nations

## MICROTEACHING

### MICRO TEACHING

#### Micro-teaching

##### Introduction:

Micro-teaching is one of the most recent innovations in teacher education or training programme which aims at modifying teacher's behavior according to the specific objectives. It is a process of subjecting samples of human behavior to 5 R's of video tape- 'recording', 'reviewing', 'responding', 'refining', and 'redoing'. Micro-teaching is a controlled practice that makes it possible to concentrate on teaching behavior in the student-teacher training programme.

##### Concept of Micro-teaching:

Micro-teaching is a training concept that can be applied at the pre-service and in-service stages in the professional development of teachers. Micro-teaching provides teacher with a practice setting for instruction in which the normal complexities of class- room are reduced and in which the teacher receives a great deal of feedback on his performance. To minimize the complexities of the normal teaching encounter, several dimensions are limited. The length of the lesson is reduced. The scope of the lesson is narrowed, and the teacher teaches only a few students.

##### Features of Micro-teaching

1. Micro-teaching is relatively a new innovation in the field of teacher education
2. Real teaching: Micro-teaching is real teaching but focuses on developing teaching skills.
3. Scaled down teaching: Micro-teaching is a scaled down teaching:
  - (i) To reduce the class size to 5-10 pupils.
  - (ii) To reduce the duration of period to 5-10 minutes.

- (iii) To reduce the size of the lesson.
- (iv) To reduce the teaching skill.
- 4. Individualised device: Micro-teaching is a highly individualized training device.
- 5. Providing feed back: It provides the adequate feedback for trainee's performance.
- 6. Device for preparing teachers: Micro-teaching ia a device to prepare effective teachers.
- 7. Selection of one skill: It provides opportunity to select one skill at a time and practice it through scaled down encounter and then take others in a similar way.
- 8. Use of videotape and closed circuit television makes observation very effective.
- 9. Micro-teaching is an analytic approach to training.

#### Main Assumptions of Micro-teaching

In the words of Allen and Ryan, micro-teaching is an idea at the core of which lie five essential assumptions:

1. Real teaching: Micro-teaching is real teaching. Although the teaching situation is a constructed one in the sense that teacher and students work together in a practice situation, nevertheless, bonafide teaching does take place.
2. Reducing complexities: Micro-teaching lessens the complexities of normal class-room teaching. Class size, scope of content, and time are all reduced.
3. Focus on training: Micro-teaching focuses on training for the accomplishment of specific tasks. These tasks may be the practice of techniques of teaching, the mastery of certain curricular materials, or the demonstration of teaching methods.
4. Increased control of practice: Micro-teaching allows for the increased control of practice. In the practice setting of microteaching, the rituals of time, students, methods of feed back and supervision, and many other factors can be manipulated. As a result, a high degree of control can be built into the training programme.
5. Expanding knowledge of results: Micro-teaching greatly expands the normal knowledge of results or feedback dimensions in teaching. Immediately after teaching a brief micro-lesson, the trainee engages in a critique of his performance. To give him a maximum insight into his performance, several sources of feedback at his disposal.

#### Procedure in Micro-teaching:

1. Defining the skill: A particular skill is defined to trainees in terms of teaching behaviours to provide the knowledge and awareness of teaching skills.

2. Demonstrating the skills: The specific skill is demonstrated by the experts or shown through video-tape or film to the teacher trainee.
3. Planning the lesson: The student teacher plans a short (micro) lesson with the help of his supervisor, in which he can practice a particular skill.
4. Teaching the lesson: The pupil-teacher teaches the lesson to a small group of pupils (5-10). The lesson is observed by supervisor or peers or video-taped or audio-taped or televised at close circuit television (CCTV).
5. Discussion: The teaching is followed by discussion to provide the feedback to the trainee. The video-tape or audio-tape may be displayed to observe his own teaching activities by the trainee. The awareness of his own teaching performance provides the reinforcement to the pupil-teacher.
6. Replanning: In the light of the discussion and suggestions the pupil-teacher replans the lesson in order to practice the small skill effectively.
7. Reteaching: The revised lesson is retaught to another small group of students of same class for the same class duration to practice the small skill.
8. Rediscussion: The reteaching is again followed by discussion, suggestions and encouraging the teaching performance. Thus the feedback is again provided to the trainee.
9. Repeating the cycle: The 'teach-reteach' cycle is repeated till desired level of skill is achieved.

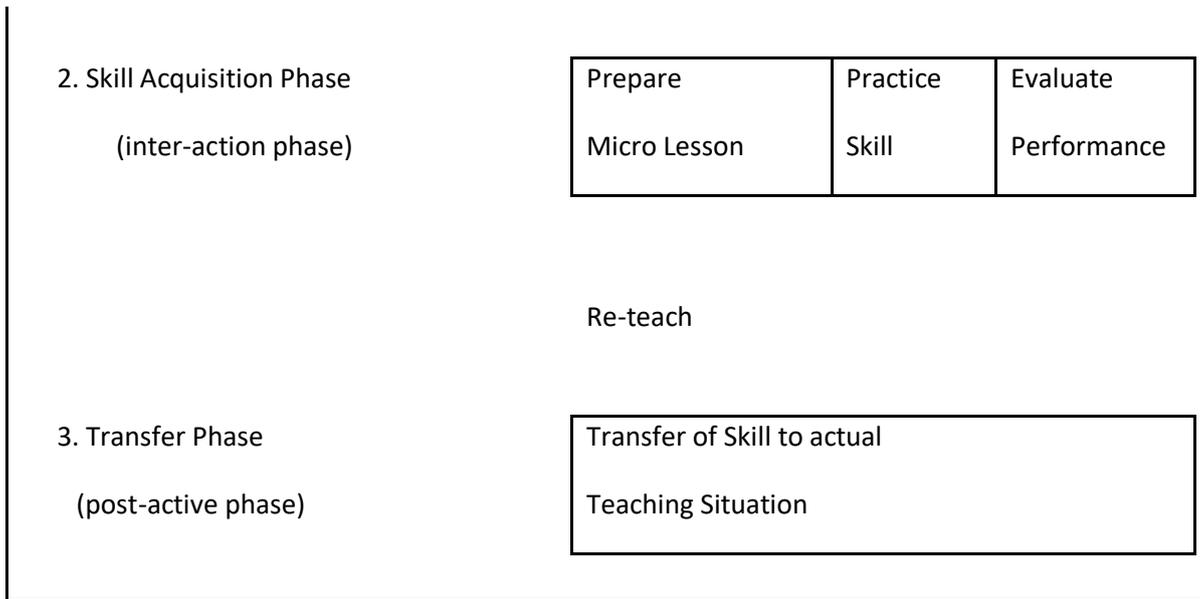
Thus we find that in micro-teaching the pupil-teacher tries to complete the 5 R's viz, Recording, Reviewing, Responding, Refining and Redoing.

Phases of Micro-teaching:

According to J.C. Clift and others, micro-teaching procedure has three phases:

- (i) Knowledge acquisition phase
- (ii) Skill acquisition phase
- (iii) Transfer phase

1. Knowledge Acquisition Phase  (pre-active phase)	Observe	Analyze and
	Demonstration	Discuss
	Skill	Demonstration



Phases of Micro Teaching

1. Knowledge acquisition phase: In this phase, the student teacher attempt to acquire knowledge about the skill- its rational, it role in class room and its component behaviours. For this he reads relevant literature. He also observes demonstration lesson-mode of presentation of the skill. The student teacher gets theoretical as well as practical knowledge of the skill.
2. Skill acquisition phase: On the basis of the model presented to the student-teacher, he prepares a micro-lesson and practices the skill and carries out the micro-teaching cycle. There are two components of this phase:
  - (a) feedback
  - (b) micro-teaching settings.

Micro-teaching settings includes conditions like the size of the micro-class, duration of the micro-lesson, supervisor, types of students etc.
3. Transfer phase: Here the student-teacher integrates the different skills. In place of artificial situation, he teaches in the real classroom and tries to integrate all the skills.

**3 (a) :-How would you prepare materials for teaching listening ?**

**TV Commercials**

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**TV commercials** are short and often simple. Though you may not want to advertise a particular product in your classroom, the actors use clear but somewhat natural speech that should be easier for your students to understand. Though they will not get some of the *comprehension clues* they would from a live speaker, they will still be able to see *facial expressions* and the *context of the language*. You may want to talk about how the **advertisers** try to communicate their message through the commercial. Before, after or while watching, you might want to point out specific vocabulary, words or phrases that may be unfamiliar to your students, especially **slang**, and challenge your students to guess the meaning of the words based on their context.

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### Radio

The era of the *cassette* may be behind us, but that does not mean you should rule out **radio clips** as teaching aids! The benefit of radio voices in a news segment, weather segment or talk segment is that **pronunciation** is clearer, easier for your students to understand. **The challenge with a radio clip will come with the lack of visual input that your students have to assist them.** Surprisingly, being present where a conversation takes place is of great help for nonnative speakers and their comprehension, so taking away that visual will challenge your students. You can **ask your students to listen for answers to specific questions** or challenge them to infer the meaning of unfamiliar vocabulary from the context.

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### Guest Speaker

Bringing a guest speaker into your classroom is a great benefit to your students. If you have taught ESL for any length of time, your speech has modified even if you do not realize it. Whether you know it or not, teachers of ESL naturally slow their speech, articulate more and exaggerate intonation. In fact, anyone who talks to a nonnative speaker does these things! A guest speaker will not have experienced that shift in pronunciation and speaking style if she does not work with internationals, so although your speaker may present a challenge to your students' listening comprehension, it will also be a good time for them to practice. You can bring in a speaker on any topic that you are covering in class, or just bring in someone who has the free time to talk about something that interests them! Follow up with a general review of what the person said and how much your students were able to understand.

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### Another Teacher

Another teacher makes for a good guest speaker, too, and you should be able to arrange a class swap fairly easily. When you have another teacher come and give your class a lesson, try to get someone who is not an ESL teacher and who is the opposite gender. Exposing your students to a different quality of voice is beneficial to their language learning process. If that teacher presents content material to your class, you can follow with a short quiz. If not, lead a class discussion asking what the other person said and what your class learned from him or her.

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### Weather Reports

The next step up on the listening activity difficulty spectrum would be using a weather report that has appeared on the news. Though its benefits are similar to that of the commercial, there is less context for your students to infer meaning as they watch. After playing the report for your students two or three times, ask some comprehension questions to see just how much information they are absorbing. You can also ask about the

symbols that the actor used as a visual message with his or her report and whether they aided your students' understanding.

### Movies & TV

Movies and television shows are the next step up in listening comprehension practice. An entire movie may be too long both for your class periods and for how much information your students can take in at one time. Try to limit your selection to about ten minutes. With movies or television, your students still get visual input, but the speech will be more natural than the language used on news programs. In addition, you may have characters with accents, which will most likely be a difficult challenge for your students. After watching a segment two times, ask your students to write a summary of what happened in the scene. You can also review any unfamiliar vocabulary that was present or ask general comprehension questions.

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### 3 (b):-mention different subskill of listening and speaking.

Listening :-

The sub skill of listening is divided into two types.

- 1-listening for sound perception
- 2- listening for comprehension

listening for sound perception:-

here the listener has to

- a) identify the different sound.
- b) Group sound into meaningful units.

listening for comprehension:-

here the listener has to ,

- a) Identify relevant points.
- b) Maintain attention for long time.
- c) Understand statement, commands, requests and questions.
- d) Predict what the speaker is going to talk about.
- e) Follow direction, instruction and narration.
- f) Recognize particular pronunciation, production of sound and uses of words.
- g) Understand meaning of words, phrases and sentences.
- h)

### Speaking sub-skills

- To complement the posts on speaking, especially regarding curriculum design, I have included a list of speaking sub-skills.
- 1. Producing segmental features of English at word level [especially vowel and consonant sounds, stressed and unstressed syllables]

- 2. Using suprasegmental features of English [especially intonation, stress in sentences, word-linking and weak forms] accurately in spoken utterances
- 3. Expressing grammatical [syntactic and morphological] relationships in spoken utterances at the level of the sentence
- 5. Using markers in spoken discourse, in particular
  - introducing an idea
  - developing an idea
  - transition to another idea
  - concluding an idea
  - emphasising a point to indicate important information
  - explaining or clarifying a point already made
  - anticipating an objection or contrary view

#### **4(a)write about mechanics of writing.**

- Writing begins with strokes leading to letters like H,I,W,N,U etc.
- Letters formed on circle "O" like c,e.
- Circle and strokes "C" & "I" leadings to letters like d,b,p,q.
- Strokes and curves- h,n,r,u,f,m.

FOR PARAGRAPH AND EASSAYS:-

- Correctly identifying the parts of sentences.
- Understanding complex sentences.
- Using pronoun,adjectives,adverb.
- Correctly using commas,semicolons etc.
- Learning subject –verb agreement.
- Differentiating between singular and plural.

FOR GOOD HANDWRITTING:-

- STROKE WITH PROPER HAND MOVEMENT.
- Careful for shapes of letters.
- Uniformity in size,spacing And alignment.
- Capital letters at starting of sentences.
- Use appropriate ponchuation mark.
- Hand movement from left to right.

#### **4 (b)Suggest any five activity for developing reading and writing skill.**

READING:-

- REFLECT ON VOCABULARY BUILDING.
- Freedom for reading at any time.
- Reading materials are well.
- Reading speed is usually faster and silent ,at student's own pace.

- The teacher is a role model of a reader for the students.
- Provides pleasure in reading to the learner.

**WRITING:-**

- STUDY OF MODELS, WHICH PROVIDES STUDENTS with opportunities to read and write in good hand writing.
- Sentences combining, involves teaching students to construct more complex, sophisticated sentences.
- Collaborative writing, which uses instructional arrangements in which adolescents work together to plan, draft, revise and edit their composition.
- Word processing, which uses computers and word processors as instructional supports for writing assignments.
- Writing strategies, which involves teaching students strategies for planning, revising and editing their composition.

**5(a):-Describe the procedure of teaching prose.****3 STEP:-****1-PRE-READING:-**

- To sensitise the learners towards the theme.
- Learners come out with their perceptions.
- To motivate the learners for read.
- To clear the literary analysis.

**2-READING:-**

- Learners read individually and track their own reading process.
- Clear the vocabulary and pronunciation of the words.
- They clear about words meaning, antonyms, synonyms and pro verbs.
- Learners learn to develop good pronunciation skill.

**3-POST READING:-**

- Recall the meaning of difficult word.
- Recall the correct pronunciation.
- Enrich the vocabulary in English.
- Recognize the uses of suffix and prefix.
- Construct sentences using difficult words.

**5-(b):-What are the uses of multimedia:-****1-AUDIO-VISUALAIDS:-**

- HELPFUL IN CREATING INTEREST.
- Helpful in providing reality.
- Helpful in fixing the knowledge.
- Helpful in developing various skill.
- Develops the power of imagination.

**2- BLACK BOARD-**

- Pictorial representation of subject matter can be better thought on the black board.
- For the beginners, black board demonstrations are of utmost importance.
- The use of black board is economical in many ways.
- Different groups of words with different stress can be taught easily.
- Grammar work can be done easily in black board.

**3-CHART:-**

- Students active participation should be encouraged.
- The chart should be relevant to the study materials.
- Charts can be used to easy understanding of subject. Such as working of engine,function of heart,lungs and parts of body.
- These can also be used for practice in vocabulary,conversation and grammar work.

**4-FACEBOOK:-**

- SHARING OF INFORMATION.
- Saves from bore.
- Give entertainment.
- Find old friends ,classmates.

5-related to teaching learning of English it includes the use of slide projectors,networks,power point,email etc..

**PART-B****6-(b)-State different sub skill of reading.describes the method of teaching reading.**

Reading involves a number of sub-skills.

**1. Global Comprehension**

In reading a text for meaning, it is desirable to go from the 'whole' to the 'parts', and not vice versa, as unskilled readers tend to do. A poor reader will pick up information from the text in small bits and pieces, as he/she reads from one word or one sentence to the next, and try to assemble the bits together. An efficient reader, on the other hand, will first try to form an over all 'picture' of the entire text.

'Global Comprehension', or the ability to get 'over-all' meaning from a text, requires the sub-skill of skimming i.e. reading through the text at high speed in order to identify and pick up the main idea or ideas in the text while 'filtering out' the unnecessary details.

**2. Understanding the Plan of the Text**

A good reader usually reads a text more than once in order to understand it adequately. The first reading is done at speed, with the intention of making a 'general survey' of the text. Then the reader returns to the text as many times as needed in order to fill in the details.

Efficient readers are able to form a 'plan' of the text that is being read, which helps them to recover meaning from it. Most texts – unless they are badly written – possess unity of thought. There is generally one central idea or 'theme' in the text, which is most prominent. There may be other ideas as well, but they are usually introduced in order to provide support for the main idea. The reader's mental plan helps him/her to 'navigate' through the text confidently instead of groping about blindly.

### 3. Making Predictions and Informed Guesses

An unskilled reader plods through a text laboriously, trying to get the meaning of every word. The skilled reader, after reading a few sentences, paragraphs or pages, is able to form a fairly accurate picture of what the author is trying to say, and is able to 'hop' and 'skip' through the text, omitting quite substantial portions of it without missing important information. Most writers have a tendency to repeat themselves in order to ensure that their readers do not miss the significance of what they are saying; good readers are aware of this and know that portions of the text can be safely omitted.

### 4. Local Comprehension

After reading through the text quickly to form an overall impression, one should focus on the details of the information provided by the writer, which will generally be located in different parts of the text.

A reader begins by gathering the 'facts' presented by the author in the text. The term 'factual comprehension' refers to the ability to absorb and retrieve factual information contained in the text – i.e., information which has been explicitly stated by the writer and is directly available in the text. Factual comprehension must come before deeper and more thorough understanding of the text; unless one understands the 'plain sense' of the text, one cannot reach the other levels of comprehension.

Inferential comprehension refers to the reader's ability to 'read between the lines'. The reader has to understand not just what the writer has said but also what he/she might have said but has chosen to leave unsaid. This is done on the basis of clues provided in the text as well as the reader's own background knowledge.

### 5. Guessing the meanings of Unfamiliar Words

Good readers tackle unknown words in a text by trying to guess their meanings from the context. It is not possible to look up the meanings of all unknown words in the dictionary. If the reader attempts to do that the flow of reading is interrupted. However, this is possible only when the text does not have too many difficult words.

## 6. Skimming an Scanning

'Skimming' a text means going through it quickly to get an overall idea of the content. We are not interested in details or any specific information while skimming.

'Scanning' on the other hand , involves searching the text for specific piece of information in which the reader is interested.

## 7. Understanding Discourse Markers

Discourse markers are 'signposts' provided by the writer. These are used in a text to indicate sequence of ideas and signal the writer's point of view. Understanding the writer's use of discourse markers is an important sub-skill of reading. These signposts are helpful because they indicate to the reader the relationship between two parts of the text.

## 8. Understanding the Organization of a Text

Every text contains a number of different ideas, which are presented in different parts of the text. The manner in which different ideas are related to each other in a text is referred to as the structure or organization of a text. This is controlled by the topic, the writer's purpose and the audience that he/she has in mind. A good reader should be able to trace the organizational pattern in the text.

Once readers understand how a text is organized, they are better able to get meaning from a difficult text.

## 9. Note-Making

Note-making is a sub-skill of reading that is highly useful for study purposes. It involves understanding the organization of the text and being able to identify the main points and the supporting details, in skeleton or outline form.

## Method of teaching reading :-

It Is Devided Into 2 Category

1-Analytical Method

2-Synthetic Methods

### **ANALYTICALK METHODS:-**

It is devided into 3 catagories.

- a) letter method
- b) phonic method
- c) phonetic method

**LETTER METHOD:-**

This is the oldest method of teaching reading. It assumes that familiarity with the forms and names of letters helps learners in pronouncing words. In learning such a word as CAT, the learners repeat the letters C-A-T until the proper pronunciation. Then he is able to learn words, and sentences.

**DRAW BACKS:-**

- It is a long and tedious method. It provides no pleasure in reading to the learner.
- There are several letters which represent more than one sound. This leads to confusion.
- It is psychologically unsound. Individual letters of alphabets have no meaning.

**PHONIC METHOD:-**

Phonics is a fun and child-centred approach to teaching literacy through synthetic phonics. With actions for each of the 42 letter sounds, the multi-sensory method is very motivating for children and teachers, who can see their students achieve. The letter sounds are split into seven groups as shown below.

**THE FIVE SKILLS TAUGHT IN JOLLY PHONICS****1. LEARNING THE LETTER SOUNDS**

Children are taught the 42 main letter sounds. This includes alphabet sounds as well as digraphs such as sh, th, ai and ue.

**2. LEARNING LETTER FORMATION**

Using different multi-sensory methods, children learn how to form and write the letters.

**3. BLENDING**

Children are taught how to blend the sounds together to read and write new words.

**4. IDENTIFYING THE SOUNDS IN WORDS (SEGMENTING)**

Listening for the sounds in words gives children the best start for improving spelling.

**5. TRICKY WORDS**

Tricky words have irregular spellings and children learn these separately.

**SYNTHETIC METHODS OF TEACHING READING:-****1-LOOK AND SAY METHOD:-**

The look and say method teaches children to read words as whole units, rather than breaking the word down into individual letters or groups of letters. Children are repeatedly told the word name while being shown the printed word, perhaps accompanied by a picture or within a meaningful context.

**TEACHING PRINCIPLES**

- New words are systematically introduced to the child by letting him see the word, hear the word and see a picture or a sentence referring to the word.
- Flashcards are often used with individual words written on them, sometimes with an accompanying picture. They are shown repetitively to the child until he memorises the pattern of the word.
- Progressive texts are used with strictly controlled vocabularies containing just those words which have been learned.

## Advantages

- Ultimately all children need to be able to recognise whole words to become fluent readers, even those taught initially by phonics-based methods. Whole word recognition is used by literate adults to read all familiar words.
- A child can learn to recognise any word using the look and say method. In contrast, numerous words in the English language are not phonetically regular and cannot be learnt using a solely phonetic approach. These 'tricky' words are often also high frequency words which children encounter regularly when reading and writing.
- This teaching method is easy to grasp for the parent as it is based on words rather than individual sounds. It can also be more interesting for the child than learning sounds and their blends, as required in phonics-based methods.
- This method particularly lends itself to teaching infants and young toddlers to read. They have been seen to enjoy such activities.
- Children taught with the look and say method initially show higher reading levels than children learning phonics, because they learn to automatically recognise a small selection of words. However, later tests demonstrate that the look and say method performs less well when children start to learn longer and more complex words.
-